

Lesson Plan of L3	Teacher Candidate(s): Vikki Turner						School: Homer	Date: 3/16/2012	
NYS/NASPE Standards	Bold Teaching Style:	Command Inclusion	Practice Convergent	Reciprocal Divergent	Self-Check Jigsaw	Guided Discovery Cooperative	Grade: 6th	# in class: 25	
Domains	Objectives (Be sure to include Situation, Task and Criteria for each objective)						Assessment Tool & When it is used	Length of class: 40 mins	
Psychomotor	1A/1	1. By the end of the lesson, students will demonstrate the proper mechanic of weight shifting, by shifting their weight side to side at their hips in order to successfully reach the pinnie.						Visual	Unit: Project Adventure
Affective	2A/3	2. In this lesson, students will work together in order to come up with an effective plan to move the entire line down the gym without letting go of each other.						Visual	Focus: Python Penetration Equipment: pinnie and cone
Cognitive	1A/2	3. In this lesson, students will demonstrate their knowledge of weight shifting in order to retrieve the pinnie with their line without letting of each other.						Verbal	Reference: (e.g. Book, course packet, pg #, complete web address URL.) Reference: Packet given to use by master teacher.
Safety Statement	2 / 5	4. Students need to make sure that they keep their hands in the other student's shoulders and not lift them suddenly. Students will also need to make sure that they do not kick their feet.						Visual/Verbal	
<b>NYS Learning Standard 1 – Personal Health and Fitness</b> 1A. Students will perform basic motor and manipulative skills. Students will learn competency in a variety of motor and sports activities. 1B. Students will design personal fitness programs to improve aerobic respiratory endurance, flexibility, muscular strength, endurance, and body composition. <b>NYS Learning Standard 2 – A Safe and Healthy Environment</b> 2A. Students will demonstrate responsible personal and social behavior while engaged in physical activity. 2B. Students will understand that physical activity provides the opportunity to experience challenge, self-expression and communication. 2C. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants. <b>NYS Learning Standard 3 – Resource Management</b> 3A. Students will be aware of and able to access opportunities available to them within the community to engage in physical activity. 3B. Students will be informed and motivated and be able to evaluate the data and programs. 3C. Students will be aware of and able to access opportunities in the field of physical fitness and sports.							<b>NASPE Content Standards – A physically educated person</b> 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. 3. Exhibits responsible behavior in physical activity. 4. Achieves and maintains health-related age-appropriate physical fitness. 5. Exhibits responsible personal and social behavior that supports well-being in physical activity settings. 6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction.		

What is the ongoing fitness theme or emphasis in this lesson?			
Health-related Fitness (HRF) <b>NYS LS 1B</b> (Fitness: Bold) Cardiovascular endurance Muscular strength Muscular endurance Flexibility Body composition	Explain how it is developed and where in the lesson it occurs: Muscular strength is a big part of the python penetration. The students need to have the core strength to help move the line down the gym without using their arms or legs. Flexibility is used since they are working and stretching their core muscles in order to complete the task.	Skill-related Fitness (SRF) <b>NYS LS 1A</b> (Fitness: Bold) Balance Coordination Agility Reaction time Speed Power	Explain how it is developed and where in the lesson it occurs: Students need to be coordinated to complete the penetration since they cannot be falling over when shifting their weight side to side. Speed is demonstrated how fast they can accomplish this task as a team since it is a relay race.
	(i.e. Concepts taught, goals, estimated MVPA through a gym/activity, heart rate, RPE, step counts, FITT, etc.)		(i.e. Concepts taught, goals, FITT, etc.)

## SUNY Cortland Physical Education

### Lesson Plan

Teacher Candidates(s): Vikki Turner School: Homer

Date: 3/16/2012

of

1/3

NYS/NASPE

**Bold Teaching Style: Command Practice Reciprocal Self-Check Guided Discovery Standards**

Inclusion Convergent Divergent Jigsaw Cooperative

Grade: 6th

# in class: 25

Domains Objectives (Be sure to include Situation, Task and Criteria for each objective)

**Assessment Tool & When it is used**

Length of class: 40 mins

nit: Project Adventure Psychomotor 1A /1

Focus: Python Pentathlon

Affective 2A/5

*"Guiding and inspiring youngsters in the process of becoming physically educated and healthy for a lifetime." Last updated on 4/1/2012*

1. By the end of the lesson, students will demonstrate the proper mechanic of weight shifting, by shifting their weight side to side at their hips in order to successfully reach the pinnie.

Visual

Equipment: pinnie and cone

Cognitive 1A/2

2. In this lesson, students will work together in order to come up with an effective plan to move the entire line down the gym without letting go of each other.

Visual

References: (e.g. Book, course packet, pg #, complete web address URL): Reference Packet given to use by master  
Safety teacher. Statement

3. In this lesson, students will demonstrate their knowledge of weight shifting in order to retrieve the pinnie with their time without letting of each other.

Verbal

2 / 5

4. Students need to make sure that they keep their hands in the other student's shoulders and not lift them suddenly. Students will also need to make sure that they do not kick their feet.

Visual/Verbal

### **NYS Learning Standard 1 – Personal Health and Fitness**

1A. Students will perform basic motor and manipulative skills. Students will attain competency in a variety of motor and sports activities. 1B. Students will design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition NYS Learning Standard 2– A Safe and Healthy Environment

2a. Students will demonstrate responsible personal and social behavior while engaged in physical activity. 2b. Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication. 2c. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants. NYS Learning Standard 3– Resource Management

3a. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. 3b. Students will be informed consumers and be able to evaluate facilities and programs. 3c. Students will also be aware of career options in the field of physical fitness and sports

NASPE Content Standards – A physically educated person: 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. 3. Participates regularly in physical activity. 4. Achieves and maintains a health-enhancing level of physical fitness. 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings. 6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

**What is the ongoing fitness theme or emphasis in this lesson? Health-related Fitness (HRF) NYS LS 1B (Please Bold) Cardiovascular endurance Muscular strength Muscular endurance Flexibility Body composition**

**Explain how it is developed and where in the lesson it occurs: Muscular strength is a big part of the python pentathlon. The students need to have the core strength to help move the line down the gym without using their arms or legs. Flexibility is used since they are working and stretching their core muscles in order to complete the task.**

**Skill-related Fitness (SRF) NYS LS 1A (Please Bold) Balance Coordination Agility Reaction time Speed Power**

**Explain how it is developed and where in the lesson it occurs: Students need to be coordinated to complete the pentathlon since they cannot be falling over when shifting their weight side to side. Speed is demonstrated how fast they can accomplish this task as a team since it is a relay race.**

(i.e. Concepts taught, goals, estimated MVPA through a game/activity, heart rate, RPE, step counts, FITT, etc.)

(i.e. Concepts taught, goals, FITT, etc.)

Lesson Component	Time (mins)	Organization & Transitions	Description	Adaptations, Assessments, Reminders
Instant Activity				
Introduction, Signal for Attention, Hook				
Demonstration		T SSSSS	Have a group of students' line up in a row in front of the class, and show them how to wrap their legs around one another and where to put their hands.	Visual check to make sure students are properly lined up
Body of Lesson (Lesson Focus)			Teaching Progressions – Show some of the major tasks/activities listed on your <i>Activity Progression Worksheet</i> within the selected level of @C/CUP for the class.	
			Tasks (Extensions) – Activities for the whole class. E.g. <i>Do the hell over the one to your partner 10 times</i>	Adaptations, Assessments, Reminders
			Cues (Elements) – Simple secrets to improve performance. E.g. <i>Look so happy</i>	
			Challenges (Applications) – More game-like chances to practice the same tasks at the same difficulty level. E.g. <i>In 50 seconds, one team must race you into the hell to your partner.</i>	
			Modifications – Add modifications to make the task easier and harder according to the skill level of the students.	
	SSSSS SSSS SSSSS SSSSS	T	1. Students will line up in their relay races they will wrap their arms and legs around each other – give them about five minutes to talk to their team about how they are going to accomplish moving.	Easier – Only have them wrap their legs around the person in front of them and use their arms. Harder – Give them a time limit on top of the racing.
			2.	Easier – Harder –
			3.	Easier – Harder –
			4.	Easier – Harder –
			5.	Easier – Harder –
Activity close (Optional)				
Lesson Closure, Hook to Next Lesson				
Evaluation of Lesson	<i>Pre-planning: Previous instruction to this activity (teacher grade level)</i> <i>Post-planning: "Assessment Informs Teaching": future needs based on assessment results</i> <i>Teacher Reflection Note:</i>			

## SUNY Cortland Physical Education

## Lesson Components

## Time (mins)

## Organization &amp; Transitions

## Description

## Adaptations Assessments, Reminders

## Instant Activity

## Introduction, Signal for Attention, Hook

visual check to make Demonstration

sure students are properly lined up

## Body of Lesson (Lesson Focus)

"Guiding and inspiring youngsters in the process of becoming physically educated and healthy for a lifetime." Last updated on 4/1/2012

T SSSSS

Have a group of students' line up in a row in front of the class, and show them how to wrap their legs around one

another and where to put their hands.

Teaching Progressions – Show some of the major tasks/activities listed on your Activity Progression Worksheet within the selected level of (PC/C/U/P) for the class.

*Tasks (Extensions) - Activities for the whole class. E.g. Hit the ball over the net to your partner 10 times.*

Cues (Refinements) – Simple secrets to improve performance. E.g. Low to high

Challenges (Applications) - More game-like chances to practice the same tasks at the same difficulty level. E.g. In 90 seconds, see how many times you can hit the ball to your partner.

Modifications – Add modifications to make the tasks easier and harder according to the skill level of the students.

### **Adaptations Assessments, Reminders**

SSSSS

SSSS T SSSSS SSSSS

1. Students will line up in their relay races -they will wrap their arms and legs around each other -give them about five minutes to talk to their team about how they are going to accomplish moving

1. Hands on shoulders Feet on legs Cannot use arms or legs to help move the line

1. After a practice run, students will begin to race each for the pinnie on the other side of the gym

Remember you cannot let go of the person in front of you, if anybody lets go you have to start at the beginning. 2. 2.

2. Easier -

Harder - 3. 3. 3. Easier -

Harder - 4. 4. 4. Easier -

Harder - 5. 5. 5. Easier -

Harder -

Activity close (Optional)

Lesson Closure, Hook to Next Lesson

Evaluation of Lesson

Easier – Only have them wrap their legs around the person in front of them and use their arms. Harder - Give them a time limit on top of the racing

*Pre-planning: Previous instruction in this activity (earlier grade levels)*

*Post-planning: "Assessment Informs Teaching:" future needs based on assessment results*

*Teacher Reflection Notes:*